**General Outcome 1**: **Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sub-Heading for SO Cluster** | **Essential Learning Outcome** | **Side Heading for SOs** | **Specific Outcome and Illustrative Examples** |
| Discover and explore  Clarify & Extend | Student can use a variety of experiences for developing personal identity and developing communication.  Student can use the process of questioning to understand and to reflect on their understanding. | **Express ideas and develop understanding**  **Experiment with language and forms**  **Express preferences**  **Set goals** | \***connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts**  \*A group of students looks at pictures of people from different countries in the book *Children Just Like Me*. They make observations and inferences in comparing their lives to those of children in the book.  **\*explain understanding of new concepts in own words**  \*After constructing a bridge out of various materials, students write or tell about how it was made.  **\*explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts**  \*Students conduct a survey of their classmates or other classes on a question of particular interest, such as preferred recess activities.  \*After asking classmates about their favorite books, two students make a poster showing the top three favorite books in the class.  \*While jotting down ideas for a poem about the seasons, a student looks at old calendar pictures and rereads the poems *Icicles* and *Summer Rain*.  \***choose appropriate forms of oral, print and other media texts for communicating and sharing ideas with others**  **\***Students decide that a poster would be the best way to inform others about endangered animals.  \*To share a poem, such as *In Flanders Fields* on Remembrance Day, students choose how to present it: as a choral reading to other classes, as a reading over the intercom or as a posting on the school web site.  **\*choose and share a variety of oral, print and other media texts in areas of particular interest**  **\***A student brings in a book related to the class theme and reads a relevant section to the class.  \*Students choose favorite books from the library, create advertisements for them and post the advertisements on the bulletin board in the library.  \*Students bring in objects that remind them of Grade 2. As they tell the story of their objects, they place them in personal memory boxes that they  have decorated.  **\*discuss areas of personal accomplishment as readers, writers and illustrators**  **\***A student explains the decision to display a recent artwork project in the class art gallery.  \*Students look back in their reading logs to see what kinds of books they have read in the last month; e.g., chapter books, novels, picture books,  magazines. |
| **Consider Other’s Ideas**  **Combine ideas**  **Extend understanding** | **\*ask for others’ ideas and observations to explore and clarify personal understanding**  \*During a peer writing conference, a student asks such questions as:  What do you like best about my writing?  Are there any places where I need to put more information?  Do you have any other ideas?  While reading *More than Anything Else*, students discuss why being able to read is important and how reading is meaningful to  them.  **\*experiment with arranging and recording ideas and information in a variety of ways**  **\***Using a CDROM encyclopedia, a group of students researches animal hearing. The students categorize animals as having large,  medium, small or no ears. Students then decide it would be fun to create a poster about animal ears.  \*A student interviews a grandparent for a presentation about community recreation in the past. The student realizes that the  presentation would be more interesting if it included photographs from the family album.  **\*ask questions to clarify information and ensure understanding**  **\***While watching a videocassette about frogs, students jot down questions about things they do not understand, such as:  What happens to frogs in the winter?  How can frogs make so much noise at night when they’re so small? |
|  |  |
|  |  |

**General Outcome 2**: **Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sub-Heading for SO Cluster** | **Essential Learning Outcome** | **Side Heading for SOs** | **Specific Outcome and Illustrative Examples** |
| Use strategies and cues | Student can construct and confirm meaning through discussions, personal responses and their knowledge of referent structures. | **Use prior knowledge** | **A. \*share ideas developed through interests, experiences and discussion that are related to new ideas and information**  **\***After listening to the story *Red Parka Mary*, one student shares her feelings of being afraid, at first, of her Grandma’s neighbour. This reminds another student  about how she was afraid of the older students when she first rode the school bus.  **B. \*identify the different ways in which oral, print and other media texts, such as stories, textbooks, letters, pictionaries and junior dictionaries, are organized and use them to construct and confirm meaning**  **\***A student guides other students through a favourite web site and explains how the web site works.  \*To check for correct spelling in their own writing, students locate words in a junior dictionary.  \*Students make class charts that summarize the features of a variety of texts; e.g.:  Textbook Dictionary Letter  Book Cover Bold Print Date  Table of Contents Key words Body  Chapters ABC Order Closing  Summary Columns  Reviews |
|  |
| Student can use a variety of comprehension strategies to make sense of their reading. | **Use comprehension strategies** | **C.** \***use grammatical knowledge to predict words and construct sentences when reading narrative and expository materials**  **\***During an oral cloze activity, students are given this sentence:  The teddy bear’s tubby tummy through the seams of its shirt.  After brainstorming a variety of examples— bursted, busted, poked, broke—the group decides which words work and which do not.  **D. \*apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions**  **\***While viewing the videocassette *The Cat Came Back,* students stop to predict if the cat will come back each time.  \*When reading about fish, a student comes to the unfamiliar word adapted in the sentence: “Fish are adapted to live in the water because they have gills.” The  student infers the meaning of the word from the context of the sentence.  \*While listening to *Roses Sing on New Snow: A Delicious Tale*, students talk about the book.  Student 1: Why didn’t the new dish work for the brothers?  Student 2: I think the governor will be mad with the brothers if they can’t get it right.  Student 3: They’re going to have to get Maylin. She’s the only one who can do it.  **E. \*identify the main idea or topic and supporting details in simple narrative and expository passages**  **\***After reading about frogs, a student says that the first paragraph tells us where frogs live, the second paragraph is about the life cycle of frogs and the third  paragraph lists the enemies of frogs.  \*Students use graphic organizers to record and remember the main idea and supporting details of stories and informational texts.  **Hub and Spoke Inverted Tree**  Source: *Diagnostic Reading Program, Handbook 4:*  *Instructional Strategies*, Alberta Education, 1986.  **F. \*extend sight vocabulary to include predictable phrases, and words related to language use**  Students read frequently used words, such as about, exit; predictable phrases, such as in the forest, across the street, happily ever after; and words related to language use, such as read, write, spell, save as, delete, cancel, log off.  **Note**: Some sources for lists of frequently used words are included under Teacher References at the end of this grade level.  \*Students play familiar games that use sight words; e.g., matching games, word puzzles.  \*As they encounter new words, students add them to their personal dictionaries and to the class word bank.  **G. \*read silently with increasing confidence and accuracy**  **\***When reading *Ladybug Garden*, a student locates the information that describes how the ladybugs helped the garden recover.  \*After silently reading *Tiger’s New Cowboy Boots*, a student retells the story and describes characters, events and favourite parts.  **H. \*monitor and confirm meaning by rereading when necessary, and by applying knowledge of pragmatic, semantic, syntactic and graphophonic cueing systems**  \* Students talk about what they do when they come to a word they do not know.  Student 1: I look at the picture on the page and see if that helps.  Student 2: I skip the word and keep going. Usually, I can go back and figure out what the word is.  Student 3: I try to sound the word out first—especially if it’s a word that’s easy to sound out.  Student 4: I try to think if I know any other word that sort of looks like it. Then I change the letters that I need to, and see if that makes sense. |

**General Outcome 2: (Continued)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sub-Heading for SO Cluster** | **Essential Learning Outcome** | **Side Heading for SOs** | **Specific Outcome and Illustrative Examples** |
| Use strategies and cues (con’t) | Student can use textual cues to read accurately, fluently and with comprehension both orally and silently.  . | **Use textual cues** | **I. \*use headings, paragraphs, punctuation and quotation marks to assist with constructing and confirming meaning**  **\***A student skips the paragraph that begins, “The beaver’s enemies are …” when trying to find the answer to the question, “How much does a beaver weigh?”  \*On a web site about hearing and sound, a student clicks on the picture of the steam locomotive to hear how it sounds. Another student finds a heading about how  animals hear and clicks on birds.  \*To find out what the giant said to scare Jack in *Jack and the Beanstalk*, a student looks for the words in quotation marks.  **J. \*attend to and use knowledge of capitalization, commas in a series, question marks, exclamation marks and quotation marks to read accurately, fluently and with comprehension during oral and silent reading**  **\***While performing a readers’ theatre, students make use of punctuation clues to assist in fluency and comprehension.  \*Students read stories to their Grade 1 buddies. They use the punctuation and quotation marks to help them read with appropriate expression and to change their  voices for the different characters. |
|  |
| Student can apply phonics and structural analysis to read unfamiliar words in context.  Student can use references to confirm spelling and meaning of unfamiliar words. | **Use phonics and structural analysis** | **K. \*apply phonic rules and generalizations competently and confidently to read unfamiliar words in context**  **\***While reading, a student sees an unfamiliar word, such as escalator, for which the story context is of limited assistance. The student knows how to sound out  enough of the word to predict the meaning, or blend the sounds together to identify a whole word that has been heard before and that makes sense in context.  \*While reading a science magazine, a student uses sight word knowledge (float) or phonic knowledge of consonant blends (fl), vowel digraphs (oa), and word endings (–ation), to identify the word floatation, and then continues reading.  **L. \*apply word analysis strategies, to segment words into parts or syllables, when reading unfamiliar words in context**  \*When reading words in context, a student identifies a word by breaking it into parts, or syllables, such as –in-for-ma-tion, associating sounds with each part, and blending the sounds into the word—information.  \*When reading and writing, students segment unfamiliar words in the following categories:  compound words, such as horseback  syllabication rules, such as:  sup/per [VC/CV]  su/per [V/CV]  sel/ect [C/V]  prefixes, such as a–, be–, un–, re–  suffixes, such as –est; –y; –en; –less; –full; –some; –ly; –y to i,  plus –er or –ly; –er; –ing  words ending in –le.  **M. \*associate sounds with an increasing number of vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context**  \*When reading such sentences as, “They were shocked to find out that something had already destroyed their fort.” students use phonic knowledge and skills, together with prior knowledge, meaning and grammatical cues, to read the unfamiliar words and comprehend the meaning.  \*When reading and writing, students demonstrate consistent sound–symbol associations with:  consonant blends sp, tw, sw, sm, spl  final consonant blends and digraphs –sh, –ch, –nk, –ng  vowel diphthongs oi, oy, ow, aw, ou, or, ur, ir  “r” and “w” controlled vowels  hard and soft “c” and “g”  word parts –ight, –ate, –age, –ture, –tion. |
|  |
| **Use references** | **N. \*put words in alphabetical order by first and second letter**  \*Half the students stand at the front of the class with theme word cards. The remaining students arrange the cards/students into alphabetical order by first and  second letter; e.g., lion, gorilla, leopard, giraffe are rearranged to become giraffe, gorilla, leopard, lion.  **O. \*use pictionaries, junior dictionaries and spell-check functions to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media**  \*Students scan their writing and circle words they think are misspelled. They use a pictionary or junior dictionary to confirm spellings.  \*Students use the spell-check function of a word processor and then make an appropriate choice from the list of possible spellings provided. At this point, they  may choose to use a dictionary to confirm the meaning of the desired word. |

**General Outcome 2: (Continued)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sub-Heading for SO Cluster** | **Essential Learning Outcome** | **Side Heading for SOs** | **Specific Outcome and Illustrative Examples** |
| Respond to texts |  | **Experience various text** | **A.** \***choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays**  \*After talking about rocks, students find other books and pictures about rocks, bring rocks they have collected and talk about them, and find information about  cave and rock paintings on the Internet.  \*Students listen to *Northern Lights: The Soccer Trails* and discuss the story told by Kataujaq’s grandmother about the northern lights. They brainstorm stories  they have heard that explain natural phenomena.  \*Students make a fruit salad based on the fruits of the Ungalli tree in *The Name of the Tree: A Bantu Tale*.  **B. \*tell or write about favourite parts of oral, print and other media texts**  **\***Students watch a videocassette *The Wind in the Willows*, and then write in their journals about their favourite parts or exciting events.  \*Two students read the same story. Each student creates a diorama representing a favourite part of the story and shares it with the other.  \*A student looks at the list of book projects for the week and chooses to make a shadow puppet after reading *Knots on a* *Counting Rope*.  **C. \*identify types of literature, such as humour, poetry, adventure and fairy tales, and describe favourites**  **\***Students discuss such common elements in fairy tales as royalty, good or bad characters, happy endings and threes. They then locate these elements in a variety of  fairy tales and record them on a class chart.  \*A student enters the name of the poem *Hurricane*, in the anthology *Earth Magic*, into the class database that shows favourite pieces of literature. Then, the  student searches the database for stories; after reading the description of *Thunder Cake*, the student signs the book out to read at home.  \*Students sort books in the classroom library into different categories and make posters for each category.  **D.** \***connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references**  **\***Students record their responses to texts, using such sentence frames as:  I am like \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_ .  I know how \_\_\_\_\_\_\_\_\_\_ feels because \_\_\_\_\_\_\_\_\_\_\_\_ .  The author’s description of \_\_\_\_\_\_\_\_ reminds me of \_\_\_\_\_\_\_\_\_\_\_\_ .  . |
| Student can respond and construct meaning from texts by making connections with characters and identify the main ideas. | **Construct meaning from texts** | **E. \*connect portrayals of characters or situations in oral, print and other media texts to personal and classroom experiences**  After reading *The Very Last First Time*, students write a journal entry about how they felt when their own fear almost stopped them from doing something.  Students read the poem *Rosie and Michael* and complete a chart about friends.  Rosie My We  And Friends Are  Michael And The  I Same  **F. summarize the main idea of individual oral, print and other media texts**  After viewing the videocassette *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, students create a web of themain idea and events from the story.  Students use the web to create a poster for the videocassette.  **G. discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts.**  After listening to the teacher read each chapter of *Owls in the Family*, students write journal responses.  After seeing examples of totem poles, students discuss how the symbols represent important aspects of people’s lives. The students then construct personal totem poles, using a variety of materials, including photographs or drawings, to depict important events in their lives. When the totem poles are complete, students either write or tape an accompanying story.  While doing an author study of Tomie de Paola, students make predictions about what Big Anthony might do in a new Strega Nona book based on what has happened in other Strega Nona books.  **make inferences about a character’s actions or feelings**  Students talk about the story *Peace and Quiet for Grandpa*, in *Grandpa Comes to Stay*.  Student 1: I think Mom wants Finlay to be good, because she thinks Grandpa will get upset if he’s not.  Student 2: I think the Mom, not the Grandpa, likes the house to be quiet and tidy.  Student 3: My Mom likes our house to be quiet and tidy. When my cousins come over we have to clean up the house first.  **express preferences for one character over another**  After viewing a videocassette about Robin Hood, a student explains a preference for Robin Hood over the Sheriff of Nottingham.  In a class presentation of three fairy tales, one student chooses to be Red Riding Hood because she appreciates Red Riding Hood’s helpfulness. |
|  |

**General Outcome 2: (Continued)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sub-Heading for SO Cluster** | **Essential Learning Outcome** | **Side Heading for SOs** | **Specific Outcome and Illustrative Examples** |
| Respond to texts (con’t) |  |  |  |
| Student can recognize and respond to the artistry of texts. | **Appreciate the artistry of texts** | **J. express feelings related to words, visuals and sound in oral, print and other media texts**  While listening to *Carnival of Animals*, students move to the music to represent the particular animals. After listening, they write poems, such as haiku, to describe a chosen animal; make animal puppets for a puppet play; or paint or draw their impressions of a chosen animal.  After reading the poem *So Will I*, two students paint to express their feelings about the poem.  **K. identify how authors use comparisons, and explain how they create mental images**  Students read the poem *Tree* and identify how the author compares being a person to being a tree. They then draw pictures and talk about what it would be like to be an animal.  Students work together to illustrate the idioms in the poem *I Wave Goodbye When Butter Flies*.  While listening to *Owl Moon*, students identify phrases, such as giant statues, like a sad, sad song, and quiet as a dream that help them visualize the stillness and mystery of the woods. |
|  |
| Understand forms, elements and techniques | Student can understand and identify how features of various texts create visual images to convey meaning. | **Understand forms and genres** | **A. identify distinguishing features of a variety of oral, print and other media texts**  Students look at illustrations in picture books and discuss their features in terms of detail, colour, medium and perspective.  Students look at illustrations in picture books and discuss their features in terms of detail, colour, medium and perspective.  **B. discuss ways that visual images convey meaning in print and other media texts**  After viewing the videocassette *Sound*, students brainstorm the variety of ways information is presented.  After listening to a passage from *The Cricket in Times Square*, students sketch how they visualize the section where the cricket remembers life in the forest. |
|  |

**General Outcome 2** (continued)

|  |  |  |  |
| --- | --- | --- | --- |
| **Sub-Heading for SO Cluster** | **Essential Learning Outcome** | **Side Heading for SOs** | **Specific Outcome and Illustrative Examples** |
| Understand forms, elements and techniques (con’t) | Student can identify and describe techniques and elements in a text. | **Understand techniques and**  **elements** | **include events, setting and characters when summarizing or retelling oral, print or other media texts**  A student creates puppets to tell the story of *The Three Little Pigs* to a Grade 1 reading buddy. While introducing the wolf puppet,the student says, “This is the big bad wolf. He goes to visit thethree little pigs in their houses. He wants to eat them, but theytrick him instead.”  **B. describe the main characters in terms of who they are, their actions in the story and their relations with other characters**  Students create a web to describe a character in a story; e.g.:  After listening to a chapter from *Little House on the Prairie*, a student writes a journal entry imagining what it would be like to be Laura, travelling in a covered wagon.  **C. identify ways that messages are enhanced in oral, print and other media texts by the use of specific techniques**  Students compare information about whales gathered from an encyclopedia, children’s magazine or web site. They discuss the ways in which pictures, sound, fonts, colour and graphics make the text information more interesting.  While reading *The Magic School Bus Inside the Earth*, students talk about how information is presented.  Student 1: The speech bubbles sound like real children talking and exploring inside the Earth.  Student 2: The reports tell us about different topics like volcanoes.  Student 3: We can also just read the story of the trip. |
|  |
|  |  |
| **Experiment with language** | **D. recognize examples of repeated humour, sound and poetic effects that contribute to audience enjoyment**  Students practise a choral reading of *Pierre: A Cautionary Tale in Five Chapters and a Prologue* and discuss the best ways to stressthe repetitive lines for a desired effect.  When the class hears one student’s story at author’s chair, a classmate suggests making it into readers’ theatre. The student then presents it with four friends, using special voices and sound effects. |

**General Outcome 2** (continued)

|  |  |  |  |
| --- | --- | --- | --- |
| **Sub-Heading for SO Cluster** | **Essential Learning Outcome** | **Side Heading for SOs** | **Specific Outcome and Illustrative Examples** |
| Create original text | Student can plan and create original text with particular attention to the beginning, details and sentence variety | **Generate ideas** | **A. experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts**  Small groups of students make a web or share ideas/events before beginning writing; e.g.:  Students make a list of sports words and phrases and collect sports pictures to display at the writing centre, during a sports theme study. |
| **Elaborate on the expression of ideas** | **B. use sentence variety to link ideas and create impressions on familiar audiences**  Students use short sentences to convey excitement or action when tape recording their own play-by-play of a hockey game.  After a student shares a mystery story at author’s chair, other students comment.  Student 1: Why don’t you start with a question to make the beginning exciting?  Student 2: You could use because to show that’s the reason things happened. |
| **Structure texts** | **C. experiment with a variety of story beginnings to choose ones that best introduce particular stories**  A student decides to change the opening of her mystery story from “Once upon a time …” to “What happened to Tom remains a mystery …”  After writing a story, a student looks at a list of story beginnings, posted on the school web site, classroom bulletin board or kept in a writing folder, to decide whether or not to change the beginning of the story to make it more interesting or effective.  Students read the beginning sentences of a variety of stories and list the things that make story beginnings effective; e.g., effective story beginnings introduce the main character, sound exciting, present a problem. Students post their findings on a chart or in their writing folders, for use in their own writing.  **D. add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot**  When students are planning a puppet play, they share ideas about the setting so that the students responsible for making the backdrop have enough information to complete it.  Students form groups and take a familiar story; e.g., *The Three Little Pigs*, and divide the story into sections. Each group ofstudents takes a section and adds to it. They share and discuss thewhole story and how the details add to the story.  A student writes a story about the time his dog went missing. The student describes where he looked, how long he looked and how he found the dog, in a way that the listener or reader senses his panic at first and then his surprise and relief at finding the dog. |
|  |

**General Outcome 3**: **Students will listen, speak, read, write, view and represent to manage ideas and information.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sub-Heading for SO Cluster** | **Essential Learning Outcome** | **Side Heading for SOs** | **Specific Outcome and Illustrative Examples** |
| Plan and focus | Students can use questioning strategies to develop plans to gather information from a variety of texts. | **Focus attention** | **use self-questioning to identify information needed to supplement personal knowledge on a topic**  In a mathematics journal, students use sentence stems, such as:  I need to find out more about …  I wonder why/how …  **B. identify facts and opinions, main ideas and details in oral, print and other media texts**  After brainstorming safety behaviours for such situations as skating or water sports, students circle statements that are facts and highlight statements that are opinions; e.g., Proper life jackets help people float (fact). Babies shouldn’t go on boats (opinion).  After reading *A … B … Sea*, students comment.  Student 1: A jellyfish is not a fish.  Student 2: The jellyfish looks larger than the scuba diver.  Student 3: A jellyfish’s stingers can kill small fish.  After reading the poem *Two Friends*, students role play such topics as: what makes a good friend, how to make friends, how to keep friends, how friends are alike and different. |
|  |
| **Determine information needs** | **C. ask topic-appropriate questions to identify information needs**  When beginning a study of birds, students develop three to five questions under provided headings; e.g., habitat, babies, enemies, food and physical description, to guide their information gathering. |

**General Outcome 3**: **Students will listen, speak, read, write, view and represent to manage ideas and information.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sub-Heading for SO Cluster** | **Essential Learning Outcome** | **Side Heading for SOs** | **Specific Outcome and Illustrative Examples** |
| Plan and focus (con’t) |  | **Plan to gather information** | **D. contribute ideas for developing a class plan to access and gather ideas and information.**  After a student brings in a pet lizard, students develop a list of places where information about pets could be located. They display the list for use during a study on pets.  Students talk about how they can find out about their community’s past.  Student 1: We could ask my Grandma. She’s lived here a long time.  Student 2: I’ve seen books in the library.  Student 3: Maybe we could go to the historical site near town. |
| Select and Process | Students can use a variety of sources and apply their knowledge of text to access relevant information. | **Use a variety of sources** | **find information to answer research questions using a variety of sources, such as children’s magazines, CDROMs, plays, folktales, songs, stories and the environment**  Students use such resources as nature magazines, the encyclopedia, a zoo CDROM, the Internet and a park naturalist to find out about bison. |
| **Access information** | **B. use text features, such as titles, pictures, headings, labels, diagrams and dictionary guide words, to access information**  A student looks up schools in the index of *A Pioneer Story: The Daily Life of a Canadian Family in 1840*. The student spots apicture of a child writing on a small chalkboard and reads thatchildren used slate pencils to write on slate boards. Thisinformation is added to the class web on Communities in the Past.  **C. locate answers to questions and extract appropriate and significant information from oral, print and other media texts**  A student describes how he found the web site for his favourite magazine by inputting the internet address that was referenced in the magazine.  When reading about an animal, a student highlights the parts of a passage that describe:  where the animal lives  how the animal uses camouflage  an interesting physical characteristic.  **D. use card or electronic catalogues to locate information**  After listening to *Charlie and the Chocolate Factory*, one student shows another how to look under Humor in the subject index and Roald Dahl in the author index to find other books that he has written. |
|  |
| **Evaluate sources** | **E. review information to determine its usefulness in answering research questions**  Some students are learning to snowboard and want to find out more about the sport. Their parents help them find some magazines and newspaper articles about the sport, but the students realize that they still don’t know what kind of snowboard is best for beginners.  A student looks for books on the yearly pilgrimage to Lac La Biche in pioneer times. The books only tell about fishing at Lac La Biche, so the student asks a great-grandparent if she remembers going to Lac La Biche when she was young. |

**General Outcome 3 (Continued)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sub-Heading for SO Cluster** | **Essential Learning Outcome** | **Side Heading for SOs** | **Specific Outcome and Illustrative Examples** |
| Organize, record and evaluate | Students can use a variety of strategies to organize, record, and evaluate. | **Organize information** | **organize ideas and information using a variety of strategies, such as clustering, categorizing and sequencing**  Students use a variety of graphic organizers, such as:  Venn Diagrams  Mind Map  Sequence Circle  In their personal science logs, students write, in proper sequence, what they did when testing the strength of construction materials; e.g., they use 1., 2., 3., or first, second, third.  **B. draft ideas and information into short paragraphs, with topic and supporting sentences**  A student uses a sandwich form to write a paragraph about a favourite rock.  The student writes: Obsidian is my favourite rock. It is black, which is also my favourite colour. It is shiny and smooth. It is so smooth, it is easy to guess when it is in the mystery bag. I like obsidian so much I think my Mom should get some for our yard. |
|  |
| **Record information** | **C. record facts and ideas using a variety of strategies; list titles and authors of sources**  Students use jot notes on a research chart to record facts about a specific topic of interest, such as the grey wolf.  Appearance Food Interesting Facts  Habitat Enemies  Life Cycle  Titles and Authors  While studying about hearing and sound, students email another class with a list of the titles and authors of books and videocassettes on the topic.  **D. list significant ideas and information from oral, print and other media texts**  After viewing the videocassette *Planet Earth*, students list ways they can help take care of the Earth.  In preparation for writing a report on the computer, a student makes jot notes while reading an informational book.  While listening to a guest speaker talk about the community in the past, students jot notes under headings, such as: food, homes, clothing, recreation and jobs. |
|  | **Evaluate information** | **E. determine if gathered information is sufficient to answer research questions**  Students present/share with peers information gathered to date on a topic. Peers question, comment and suggest areas where more information is needed.  A student refers to a scoring guide to confirm that all the requirements for an excellent report have been completed. The student checks the headings to be sure there is information on chores, clothing and games of children in pioneer times. |

**General Outcome 3 (Continued)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sub-Heading for SO Cluster** | **Essential Learning Outcome** | **Side Heading for SOs** | **Specific Outcome and Illustrative Examples** |
| Share and review (con’t) | Students can organize and share their information, and reflect on the research process. | **Share ideas and information** | **A. organize and share ideas and information on topics to engage familiar audiences**  Students use an overhead projector, along with a diorama, to present an oral report on their community in the past.  Students make a set of posters to organize their presentation about salmon.  While studying rocks and minerals, some students read poems they have written, some share designs based on the shapes of crystals, and others create a papier-mâché model for a display.  **B. use titles, headings and visuals to add interest and highlight important points of presentation**  Some students share their presentation software slide show with the class. They use two different title transitions throughout their presentation.  When a student begins her part of a group presentation on children in Japan, she writes the headings School and Recreation on an overhead transparency to show key points she will cover. |
|  |
| **Review research process** | **C. assess the research process, using pre-established criteria**  Students use a checklist of questions developed by the class, such as:  Did I use headings to organize my presentation?  Are my main ideas clear?  Did I use a variety of sources?  Did I ask others for assistance?   |

**General Outcome 4**: **Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sub-Heading for SO Cluster** | **Essential Learning Outcome** | **Side Heading for SOs** | **Specific Outcome and Illustrative Examples** |
| Enhance and improve | Students can share ideas for improvement, revise and edit for clarity, using keyboarding skills when appropriate.  Students can print or cursive write legibly.  Students can share ideas for improvement, revise and edit for clarity, using keyboarding skills when appropriate.  Students can expand and experiment with language (words, language patterns, illustrations and sounds) to enhance communication. | **Appraise own and others’ work** | **share own oral, print and other media texts with others to identify strengths and ideas for improvement**  During peer conferencing, students use the following statements to make recommendations.  I like the way …  Tell me how …  I think you could try …  I was confused when …  I would like to know more about …  While writing a poem about horses, a student reads a couple of lines to classmates and asks: “Does it sound like the horse is going really fast?” |
| **Revise and edit** | **combine and rearrange existing information to accommodate new ideas and information**  Students use various editing techniques; e.g., cut and paste, use of star (H) and caret (\_), writing on every second line.  While editing a group story, one student adds another student’s ideas to the narrative by moving the cursor to the insertion point and then typing.  **C. edit for complete and incomplete sentences**  Using a story on the overhead projector that contains complete and incomplete sentences, students identify incomplete sentences and tell how they could be corrected.  When editing a story about a grandparent, a student checks to ensure that all sentences are complete. |
|  |
| **Enhance legibility** | **D. print legibly, and begin to learn proper alignment, shape and slant of cursive writing**  Students write their names in the cursive style and decorate them for a special name tag.  Students take care to print legibly when writing a thank-you letter to a guest speaker.  **E. space words and sentences consistently on a line and page**  While editing a paragraph, a student deletes the extra spaces between words caused by holding down the space bar too long.  **F. use keyboarding skills to compose, revise and print text**  A student composes a short description of a topic, such as a favourite recreational pursuit or an activity, revises it with a peer, and prints it for inclusion in a class book.  **G. understand and use vocabulary associated with keyboarding and word processing**  Students know and use such terms as backspace, delete, cut, paste, caps lock, enter and spell check. |
|  |

**General Outcome 4**: **(Continued)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sub-Heading for SO Cluster** | **Essential Learning Outcome** | **Side Heading for SOs** | **Specific Outcome and Illustrative Examples** |
| Enhance and improve (con’t) |  | **Expand knowledge of language** | **H. explain relationships among words and concepts associated with topics of study**  Students use such words as pitch, vibration, soundproof and loudness to talk about different aspects of hearing and sound in their daily lives.  Students brainstorm words to web specific aspects of a topic of study; e.g., characteristics of mammals, birds, fish.  **experiment with words and word meanings to produce a variety of effects**  Students brainstorm alternative words to replace overused words found in student writing; e.g.:  said muttered screamed whispered yelled shouted croaked  went sauntered marched galloped skipped slithered circled  After reading the poem *I Wave Goodbye When Butter Flies*, in the anthology *Something Big Has Been Here*, a student shares a poem written at home.  Last summer at the lake  I saw horseflies  While it rained cats and dogs. |
|  |
| **Enhance artistry** | **J. choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts**  After reading the poem *Railroad Reverie*, in the anthology *Arrow Book of Poetry*, students create sound effects that approximatevocabulary in the poem, such as chugger-chugger, rumble-rumble and rattle-rattle. They dramatize the poem, using the sound effectsthey have created.  A student writes a poem about a big snowfall and illustrates it with a picture that shows the snow nearly covering the dog kennel in the backyard.  Students use the story pattern of *Guess What?* to create their own story with illustrations.  After reading *The Important Book*, students pattern their own writing on the book; e.g.:  The most important thing about a hamburger is it tastes good. It has meat and bread and cheese and lettuce. It’s cooked on a barbecue. It can be eaten using my hands. But the most important thing about a hamburger is it tastes good. |
| Attend to conventions | Students can identify and use parts of speech to construct a variety of complete sentences. | **Attend to grammar and usage** | **identify a variety of sentence types, and use in own writing**  After reading *The Backyard Time Detectives*, students identify simple and compound sentences from selected passages. Students look for examples of similar sentence types in their own writing.  **B. identify correct subject–verb agreement, and use in own writing**  Students check for correct subject–verb agreement, by viewing examples of writing on an overhead transparency, reading stories out loud to see if they sound correct, and checking with a partner or group. Students correct their errors.  **C. use adjectives and adverbs to add interest and detail to own writing**  Students suggest adjectives that could be added to a piece of writing to make it more interesting; e.g., “The old house.” Becomes “The old, tattered, run-down house.”  In a story about a first ski lesson, a student checks a class chart of Describing words to make a description of getting off a chair lift for the first time more vivid for the reader.  **D. distinguish between complete and incomplete sentences**  In a centre activity, students work alone or with a partner to assemble word strips into complete sentences.  The little dog barked at the mailman. |
|  |
|  |
| **** |

**General Outcome 4**: **(Continued)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sub-Heading for SO Cluster** | **Essential Learning Outcome** | **Side Heading for SOs** | **Specific Outcome and Illustrative Examples** |
| Attend to conventions (con’t) | Students can develop strategies to spell properly using phonics, sight words and general rules in their own writing.  Students can use capitalization and punctuation in writing.  Student can understand conventions including quotations marks to assist reading comprehension. | **Attend to spelling** | **E. use phonic knowledge and skills and visual memory, systematically, to spell phonically regular, three syllable words in own writing**  When writing such words as different, important, animal, however students divide the words into parts, associate letters with the sounds across the whole word, and continue writing, checking the spelling later.  **F. identify generalizations that assist with the spelling of unfamiliar words, including irregular plurals in own writing**  During a peer editing activity, a student points out to the writer the need to change the word gooses to geese.  Students look at a prepared word list and come up with a rule or description of what is common about how the words are spelled.  **G. identify frequently misspelled words, and develop strategies for learning to spell them correctly in own writing**  Students keep a personal list of words they frequently misspell and refer to it when editing their work.  Students reread their own writing to correct words they misspelled. Words they are unsure of are circled and are located in their dictionary or corrected with the help of a friend or the teacher.  Students share strategies on remembering how to spell particular constructing mnemonic devices:  island = IS LAND  because = Bears Eat Crackers And Usually Swallow Enough  exaggerating difficult word parts:  envIRONment  friEND |
|  |
|  |
| **Attend to capitalization and punctuation** | **H. use capital letters appropriately in titles of books and stories**  When entering the titles of books they have read into their reading logs, students use capital letters appropriately.  **use exclamation marks, appropriately, as end punctuation in own writing**  While writing an adventure story, a student reads part of it aloud to determine where to place exclamation marks.  After visiting a community museum, a student makes a poster to promote the preservation of an old building. The student writes the slogan “Save the Barn!” in large, colourful letters.  **J. use apostrophes to form common contractions and show possession in own writing**  Students use a variety of contractions when writing valentine messages; e.g.:  Won’t you be mine?  I’ll think it’s divine, if you’re my valentine!  I can’t wait until you’re my valentine!  After a community walk, students use apostrophes to show possession when writing directions to particular places in their community; e.g.:  To get to Joey’s house, you walk three blocks west and then turn right and walk north past Michelle’s grandfather’s store.  **K. identify commas, end punctuation, apostrophes and quotation marks when reading, and use them to assist comprehension**  When reading out loud, a student runs two sentences together, realizes it does not make sense, goes back and pauses at the period, and then reads on. |
|  |
|  |
| Present and share |  | **Present information** | **present ideas and information on atopic, using a pre-established plan**  When preparing to present a group play, students decide what information they need to tell the audience and who will do each piece; e.g.:  Student 1: Tells the title of the play.  Student 2: Introduces the characters after the play.  Student 3: Asks the audience what they thought of the play. |

**General Outcome 4**: **(Continued)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sub-Heading for SO Cluster** | **Essential Learning Outcome** | **Side Heading for SOs** | **Specific Outcome and Illustrative Examples** |
| Present and share (con’t) | Students can use a pre-established plan and present ideas using print and non-print aids to enhance clarity and artistry | **Enhance presentation** | **B. use print and nonprint aids to illustrate ideas and information in oral, print and other media texts**  Students enhance their own presentations, using such aids asstoryboards or presentation software*.*  A student adds colour to an invitation for a class concert and makes the date and time larger in the text.  A student enhances a report on nutritious snacks, by adding pictures from a CDROM encyclopedia. |
| **Use effective oral and visual communication** | **C. speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas**  Students present their own poetry, or a published poem of their choice, and focus on reading with expression.  While performing a puppet play, one group member narrates in a clear, steady voice that guides the group and also makes it easy for the class to listen to the story. The narrator uses a buzzing voice for hornets and a booming voice for a big, black cloud. |
| Student can demonstrate purposeful listening and viewing. | **Demonstrate attentive listening and viewing** | **D. rephrase, restate and explain the meaning of oral and visual presentations**  Students explain in their own words the key items to include in a first-aid kit after a presentation by the community nurse.  After watching a videocassette presentation on how to deal with bullies, students brainstorm ways to solve playground problems.  **identify and set purposes for listening and viewing**  The class invites a senior to talk about the community in the past. Prior to the visit, students discuss what they want to learn.  Student 1: I want to know if bread was made from scratch.  Student 2: I wonder how people kept warm in winter.  Student 3: I wonder what school was like back then.  One student wonders why the class is watching a wordless videocassette about fish. Another student says that it gives the class ideas about what fish look like, where they live and how they move. |
|  |

**General Outcome 5**: **Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sub-Heading for SO Cluster** | **Essential Learning Outcome** | **Side Heading for SOs** | **Specific Outcome and Illustrative Examples** |
| Respect others and strengthen community | Students can demonstrate “respect of diversity” as reflected in a variety of texts and personal experiences. | **Appreciate diversity** | **describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media texts**  While one group member reads *Anansi the Spider*, the rest freeze into a tableau illustrating the pranks Anansi pulled. Then each person, in sequence, unfreezes, tells about a prank Anansi pulled, adds one of his/her own, and then refreezes into that position.  After viewing a *Ramona* videocassette, students describe Ramona’s home and school life and discuss how they compare to their own home and school experiences.  **retell, paraphrase or explain ideas in oral, print and other media texts**  Students write in their journals about movies or sports events they  watched or took part in over the weekend.  After watching a videocassette presentation about different kinds of rocks, students talk about what they learned, through the use of prompts.  This videocassette was all about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  Three different kinds of rocks that I learned about were\_\_\_\_\_\_\_\_\_\_\_\_ , \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  I also learned that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  I was surprised to find out that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ . |
|  |
| 5.1.2. **Relates texts to culture** | **C. identify and discuss similar ideas or topics within stories from oral, print and other media texts from various communities**  After reading the stories *Crabs for Dinner* and *The Sandwich*, students talk about times they were reluctant to try new foods.  Student 1: The other kids didn’t like Vincenzo’s sandwich because it was different.  Student 2: When the boy and his brother finally tasted the Grandma’s soup they liked it.  Student 3: I always thought I didn’t like melon, until I had to eat it at my aunt’s house.  Students read *The Very Last First Time* and *The Fishing Summer* and discuss a time when they were both excited and scared aboutdoing something for the first time. |

**General Outcome 5**: **(Continued)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Sub-Heading for SO Cluster** | **Essential Learning Outcome** | **Side Heading for SOs** | **Specific Outcome and Illustrative Examples** |
| Respect others and strengthen community (con’t) | Students can celebrate accomplishments using appropriate language. | **Celebrate accomplishments and events** | **D. use appropriate language to acknowledge and celebrate individual and class accomplishments**  Students record comments on a Comments Page, attached to the back of individually published stories, to recognize and praise an author’s work.  During a class meeting, students compliment each another on accomplishments or kindnesses shown to others. A ball is passed around a circle, and is held by the speaker; e.g., Becky says, “I would like to compliment Chan for the way he made his story exciting.” Chan replies, “Thank you Becky.” The ball continues moving around the circle until each student who wishes has had an opportunity to compliment someone.  Upon completion of the study of their community in the past, the class posts their poems, stories, pictures and links to other Internet web sites on the school web site. After the weekend, one student tells about finding the school web site and seeing everyone’s work on the computer. |
| **Use language to show respect** | **E. demonstrate respect for the ideas, abilities and language use of others**  As students share their stories using the author’s chair, their classmates make thoughtful and helpful comments, using sentence frames such as:  I couldn’t understand why \_\_\_\_\_\_\_\_\_\_\_\_. Can you explain some more about that?  Your characters were very interesting. I liked the way they \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  . |
| Work within a group | Students can work cooperatively within a group and ask for help when needed from an appropriate source. | **Cooperate with others** | **work cooperatively with others in small groups on structured tasks**  Students work in pairs to research different bridge designs, and then design and build a bridge strong enough for a toy car to cross.  When preparing a group presentation about a particular animal, one student makes a banner showing the title of the presentation, two students work together to make a diorama showing the animal’s habitat, and another student makes a poster about the animal.  During a group activity, such as colouring eggs or planting bean seeds, students work together to complete the task, using assigned materials and directions.  **B. identify and seek help from others who can provide assistance in specific situations**  Students ask the librarian for help when seeking a story by a particular author.  Students email selected authors to ask them to read the first drafts of their stories.  Students volunteer to be experts on topics of interest.  Students identify and interview persons in the community to add information to a study of community helpers. |
|  |
| **Work in groups** | **C. contribute ideas and information on topics to develop a common knowledge base in the group**  In groups, students find an article, picture, book, web site or CDROM that relates to the topic being studied. They share and compare the information they have found to determine what is most useful to their purpose.  During a class study on animal life cycles, a student brings a book on snakes from home to place in the reading corner.  **D. ask others for their ideas, and express interest in their contributions**  At the beginning of the year, each student interviews a partner, introduces the partner to the class and includes such details as interests and strengths.  As new groups form, students work together to come up with a group name that is agreeable to everyone. All ideas are considered. |
|  |
|  |  | **Evaluate group process** | **E. assess the effectiveness of group process, using pre-established criteria**  Students answer questions about how to work effectively in a small group; e.g.:  What are some ways students can participate in a group?  How does listening to others help in group work?  What would you say or do to encourage everyone to share ideas?  Students use their answers to the questions to enhance group work. |